

Fine Arts - Visual Art Course Descriptive Guide Kindergarten [1997]

Course Description

The visual arts standards are designed to teach first an active participation in the creation of artwork. The Core then provides the opportunity to learn the other significant attributes of art such as aesthetics and the relationship of art to other learning.

The four standards are laid out in a sequence that suggests an increasing level of difficulty in skill and knowledge. The first standard deals with the use of art tools, materials, and processes. To be successful in an art program, a student must gain a degree of control and a measure of confidence with art materials and techniques. The second standard is concerned with students looking to significant works of art to recognize the elements and principles, and, once having seen how they function in those masterful pieces, the students use complex thinking to apply them in their own art. The third standard brings the students an understanding of the content and aesthetics of artwork as they are led to effectively communicate by expressing meanings, ideas, and stories through art elements and principles and a variety of art materials. The fourth standard stages activities that give the students a personal sense of visual arts heritage and responsible citizenship in the arts as well as using their art skills in a collaborative mode to develop and enhance all learning.

Teaching these standards in order will provide a smooth progression of skills. However, once a standard has been introduced, it is not necessary to complete all the indicators of every objective before moving on to the next standard. The next standard can be introduced while maintaining a practice and continuation of the one(s) preceding it. Ideally, during the last few weeks of the school year, the students should be working with all four standards as there is a great deal of educational value arising from the interrelationship and interdependence of all the standards.

Core Standards of the Course

TOPIC: Making

STANDARD:

The student will learn to work with art materials.

OBJECTIVES:

Explore the use of art materials to express ideas, experiences, and stories.

- Experiment with a variety of materials to visually express ideas, events, or scenes in stories.
- Practice drawing and cutting the basic shapes and their close relatives; e.g., circles, squares, triangles, ovals, rectangles, stretched triangles.
- Create the basic shapes in a variety of materials and combinations as a starting point for more complex subjects.

Strategy Example:

Draw a circle and a thin rectangle to begin a tree; draw a triangle and square to begin a house.

Handle art materials in a safe and responsible manner.

- Carry scissors pointed away from bodies.
- Wash off paints and glues after art activities.

- Clean and put back in order art making areas after use.
- Respect other students ' artworks as well as one's own.

TOPIC: Perceiving

STANDARD:

The student will analyze, reflect on, and apply the structures of art.

OBJECTIVES:

Analyze and reflect on the elements and principles in important works of art.

- Name the basic colors within works of art and/or in illustrations for children's books.
- Group objects by the similarity of colors; e.g., color families, similarities in lightness and darkness both within color families and across them.
- Compare and discuss objects within a work of art and discuss how they are visually alike or different using terms such as texture, color family, and/or shape.

Apply the elements and principles in the creation of artworks.

- Create a work of art with simple objects grouped by color similarities.
- Draw a work of art with objects that have dissimilar textures.

TOPIC: Expressing

STANDARD:

The student will choose, evaluate, and express artistic subject matter, themes, symbols, ideas, meanings, and purposes.

OBJECTIVES:

Explore possible content in art prints or works of art.

- Describe the possible stories artworks might be portraying.
- Identify differences in the texture of objects portrayed in artworks; e.g., rough or smooth, prickly or soft, sandy or slick.
- Point out similarities and differences between the real objects and the ones portrayed in the artworks; e.g., flat vs. round, stinky vs. odorless, feels more like it looks vs. feels flat no matter how it looks.

Choose symbols, ideas, and subject matter for one's own art.

- Create art that describes stories or experiences.
- Share with the class the meaning of one's own art and/or the making of it.

Develop new perceptions and meanings while assessing artworks.

- Describe stories in classmates ' artworks and compare these ideas to what the artist may have had in mind.
- Describe how colors, sizes of objects, basic shapes, and textures of objects within an artwork might help it convey a real or imagined story.

TOPIC: Contextualizing

STANDARD:

The student will interpret visual arts in relation to cultures, history, and all learning.

OBJECTIVES:

Discover cultures by looking at artworks.

- Identify different cultures through children's book illustrations and prints of works of art.
- Compare differences and similarities in the artworks and crafts of two or more cultures.
- Discover and display the cultures and art histories represented by the arts and crafts of the students' varied ancestries.

Strategy Example:

Consult with the Library Media personnel for excellent examples within the school.

Recognize the connections of visual arts to all learning.

- Describe how the five senses help one create art.

Strategy Example:

Listen to the noise the pencil makes on paper to let one know how much pressure is on the pencil, feel how thick the clay is to help make forms, smell a flower or fruit and paint in colors to describe it.

- Discuss how the concept of self is portrayed using the art prints suggested for this level.

Strategy Example:

Ask such questions as: Could that be you in that picture? What are you doing in that picture? What is that person thinking in that picture? What would you be thinking if you were in that picture

- Suggested masterworks and artists for kindergarten:
 - 'Snow Queen' by Lee Bennion
 - 'Boy with a Bun' by James T. Harwood
 - 'Chelsea VI' by Donald Olsen
 - 'Snap the Whip' by Winslow Homer
 - 'Portrait of a Man' by Paul Klee
 - 'The Scout' by Frederic Remington
- Any significant works of art with which the teacher is familiar and appropriately teaches the standards and objectives of this grade level can be used. This could include works suggested for other grade levels as well as other works by the artists suggested above.